

BFFKC Logic Model Example: High School is Launching a Writing Center

Vision Statement: School A seeks to launch a Writing Center that strengthens literacy instruction across disciplines and provides students with consistent support in developing critical thinking, communication, research, and writing skills. The Writing Center will become a valued partner program used by 100% of classrooms, ensuring that 100% of graduates are competent and confident writers in both formal and informal settings. The Writing Center will be staffed by a full-time, designated Writing Director. (See job description.)

Long-Term Student Goal: *By Spring 2029, at least 90% of students will meet or exceed proficiency benchmarks on internal mastery writing assessments, at least 75% of students will self-identify as confident writers, and at least 85% of seniors will meet ACT English (18) and Reading (22) benchmarks, and those taking ACT Writing will average 8 or above.*

Long-Term Strategies:

- *Integrate the Writing Center as a consistent resource in every classroom (not just a remedial or optional support).*
- *Build a culture of writing across content areas by partnering with teachers on assignments and feedback.*
- *Provide students with regular opportunities for both formal (essays, research papers) and informal (reflections, journals) writing with constructive feedback.*
- *Track growth through student writing portfolios, feedback loops with teachers, and Writing Center usage - ACT correlation.*

2025-26 Benchmark Goal(s)	2025-26 Major Tasks	2025-26 Desired Outputs	2025-26 Desired Outcomes	Data to be Gathered	Resources Needed	Spring Reflection/Evaluation
<p><i>At least 75% of classrooms will actively collaborate with the Writing Center this year.</i></p> <p><i>By Dec 2025: At least 75% of students will demonstrate mastery of MLA formatting. (increase of 25%)</i></p> <p><i>By May 2026: At least 80% of students will demonstrate mastery in three core writing skills — (1) reliable research sources, (2) thesis statements, and (3) embedded quotes.</i></p>	<p><i>Host Summer 2025 collaboration workshop with English Department to align expectations, shared rubrics, and launch supports.</i></p> <p><i>Lead August 2025 in-service session with all faculty to introduce Writing Center resources and cross-curricular writing supports.</i></p> <p><i>Schedule monthly Writing Center collaborations with classroom teachers (lesson co-planning,</i></p>	<p><i>English Department summer workshop completed; aligned rubrics and expectations documented.</i></p> <p><i>August in-service completed with faculty sign-in and materials shared.</i></p> <p><i># of classrooms engaged in collaboration.</i></p> <p><i># of MLA workshops delivered.</i></p> <p><i># of students attending tutoring sessions.</i></p>	<p><i>Students demonstrate MLA mastery.</i></p> <p><i>Students show measurable growth in research, thesis, and embedded quote skills.</i></p> <p><i>Student confidence in writing increases, as measured by surveys.</i></p> <p><i>Staff confidence in the Writing Center's value-added and plan to monitor impact.</i></p>	<p><i>Participation Data: Workshop and in-service sign-in sheets; classroom collaboration logs; tutoring session attendance records.</i></p> <p><i>Performance Data: Pre- and post-writing assessments scored with a common rubric (MLA formatting in Dec; research/thesis/quotes in May); analysis of growth from fall to spring.</i></p> <p><i>Perception Data: Student surveys on writing confidence; teacher feedback surveys on Writing Center collaboration</i></p>	<p>Summer stipends and commitment for English faculty.</p> <p>Dedicated in-service time in August.</p> <p>Writing Center staff time and scheduling support.</p> <p>PD on writing instruction strategies.</p> <p>Student-friendly space for workshops/tutoring.</p> <p>Access to digital tools and research databases.</p>	<p><i>Blank for now</i></p> <p><i>In Spring/Summer 2026:</i></p> <p><i>How effectively did launch workshops (summer & in-service) build teacher collaboration?</i></p> <p><i>Which strategies most contributed to MLA and skill mastery?</i></p> <p><i>Did participation in the Writing Center correlate with higher writing performance?</i></p> <p><i>What adjustments are needed for 2026-27?</i></p>

<p><i>(increase of 35%)</i></p>	<p><i>co-teaching, or feedback cycles).</i></p> <p><i>Deliver MLA-focused mini-lessons and workshops in all English classes during Fall 2025.</i></p> <p><i>Develop and deliver targeted mini-lessons on research, thesis, and embedding quotes in Spring 2026.</i></p> <p>Provide one-on-one or small-group tutoring through Writing Center appointments.</p> <p>Establish a system for a correlation study between Writing Center usage and ACT outcomes.</p>	<p><i>Repository of Writing Center lesson plans and resources.</i></p> <p><i>System for correlating Writing Center usage with ACT performance.</i></p>		<p><i>effectiveness.</i></p> <p><i>Baseline data correlating Writing Center usage and ACT performance.</i></p> <p><i>Artifacts: Samples from student writing portfolios documenting MLA and research/thesis/quote skills.</i></p> <p><i>Equity Check: Disaggregate student achievement data by grade level and demographic subgroups to ensure gains are broad-based.</i></p>		
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